



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

17032 W. Surprise Farms Loop South, Surprise, AZ 85374

Dysart Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2003-04	Not Evaluated
2002-03	Not Evaluated
2001-02	N/A

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mrs. Teresa Heatherly Mrs.
Schedule : 8:30 AM to 4:15 PM
Grades : K-8
2004 Enrollment : 1174
Web Address : www.dysart.org
Phone Number : (623) 523-8600
Fax Number : (623) 523-8611
E-mail : theatherly@dysart.org

Mission

We will experience learning-remembering that with teamwork/trust we can all work together in harmony. With consistency/communication we will strive to make responsible choices. We will applaud our accomplishments & celebrate our academic excellence.

No Child Left Behind

Adequate Yearly Progress (b)

2003-04	Met
2002-03	Not Evaluated
2001-02	N/A

School Improvement Status (b)

2003-04	N/A
2002-03	N/A
2001-02	N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- Students will gain at least one year growth in reading as measured by the Direct Reading Assessment. The teachers will collect baseline data on each child then use the Four Block literacy model, Accelerated Reader and ZOO phonics to improve skills.
- The students will gain at least one year growth in Math as measured by the cumulative Scott Foresman assessment. The teachers will use the text, manipulatives, authentic problems and computer based technology to improve the students' skills.

Enrollment

October 1, 2003 School Year Student Enrollment : 571
Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2003-04 : 60

Instructional Programs

- Ü Technology-Based Education
- Ü Gifted Program
- Ü Special Education
- Ü Authentic Learning
- Ü Effective Schools
- Ü Character Counts

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 15 minutes
First Day of School :	8/9/2004
Last Day of School :	6/1/2005

Shared Responsibilities

School

Our school engages parents in all areas of their child's education. We believe in keeping the lines of communication open with parents in order to maintain an atmosphere that supports high academic standards and mutual respect.

Parents

Parents positively reinforce their child's learning by establishing and maintaining high academic expectations for their child. Parents participate in their child's learning by volunteering, joining school committees, and/or attending school events.

Transportation Policy

Durham is our provider for transportation. Students are expected to be courteous and use appropriate behavior. There is a 72 hour waiting period before new students will be transported. School Bus transportation is a privilege.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü Kids At Hope District Essay Contest Winner	2004
Ü Kids At Hope District Poster Contest Winner	2004
Ü District -Wide Spelling Bee Champion	2004
Ü Westside Impact Math Cjallenge	2004

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	93	1073	75509	100	99	100	505	499	521	22	21	13	20	30	23	36	33	33	22	17	31
All Students (Prior Year)	--	911	75372	--	100	100	--	497	523	--	19	9	--	35	25	--	31	36	--	15	30
Female	45	493	37013	100	99	100	510	501	522	18	21	12	20	29	24	36	29	33	25	20	31
Male	48	580	38430	98	99	99	500	497	521	26	21	14	19	30	22	36	35	33	19	14	31
African American	11	95	3660	100	99	99	477	484	496	45	28	24	27	36	31	9	23	28	18	13	18
Hispanic	20	438	30486	95	98	99	497	486	505	17	27	18	33	35	29	44	27	32	6	11	21
Asian/Pacific Islander	NC	24	1780	NC	100	98	NC	518	549	NC	5	5	NC	27	13	NC	45	33	NC	23	50
American Indian/Alaskan Native	--	NC	4075	--	NC	100	--	NC	486	--	NC	28	--	NC	34	--	NC	26	--	NC	12
White	57	502	35192	100	99	99	507	507	534	21	17	8	14	26	19	40	37	35	25	20	39
Students with Disabilities	10	149	9708	100	100	100	442	460	489	70	54	32	10	23	27	20	18	24	0	5	17
Students without Disabilities	83	924	65801	100	98	98	513	503	525	16	18	11	21	30	23	38	34	34	25	18	33
Limited English Proficient Students	NC	169	16928	NC	100	100	NC	421	485	NC	100	29	NC	0	33	NC	0	26	NC	0	12
Migrant Students	--	18	750				--	494	499	--	0	21	--	50	29	--	50	30	--	0	20
Economically Disadvantaged	28	576	36411				495	488	503	23	27	19	23	32	29	38	29	32	15	12	20
Non-Economically Disadvantaged	65	497	39040				509	508	534	22	15	8	18	27	19	35	36	34	25	21	39

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	93	1073	75492	100	99	100	515	509	519	14	17	12	21	19	16	44	46	47	21	18	24
All Students (Prior Year)	--	899	75221	--	100	100	--	507	523	--	17	8	--	23	16	--	50	56	--	10	21
Female	44	495	37014	100	100	100	523	513	523	12	15	10	14	19	15	42	44	48	33	23	27
Male	49	578	38400	100	99	99	507	506	516	17	20	14	27	20	17	46	47	47	10	14	21
African American	11	95	3665	100	99	99	499	500	505	27	21	20	36	27	22	27	43	43	9	9	14
Hispanic	20	437	30438	95	98	99	506	500	508	11	25	17	28	20	21	61	43	47	0	12	15
Asian/Pacific Islander	NC	24	1773	NC	100	98	NC	530	534	NC	5	4	NC	9	10	NC	55	50	NC	32	36
American Indian/Alaskan Native	--	NC	4081	--	NC	100	--	NC	498	--	NC	25	--	NC	26	--	NC	40	--	NC	8
White	57	503	35177	100	99	99	517	515	528	14	14	8	18	18	13	44	47	49	25	22	31
Students with Disabilities	10	150	9707	100	100	100	462	471	495	50	56	33	50	17	21	0	23	33	0	4	13
Students without Disabilities	83	923	65785	100	98	98	521	514	522	10	13	10	17	20	16	49	48	49	23	20	26
Limited English Proficient Students	NC	169	16905	NC	100	100	NC	438	489	NC	100	34	NC	0	28	NC	0	32	NC	0	6
Migrant Students	NC	19	763				NC	518	499	NC	0	21	NC	67	30	NC	0	40	NC	33	8
Economically Disadvantaged	29	578	36302				512	500	507	22	26	18	15	21	21	44	41	46	19	13	14
Non-Economically Disadvantaged	64	495	39164				516	517	528	11	10	8	23	18	13	44	50	48	22	22	31

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	93	1062	75053	100	98	99	544	574	597	21	10	7	12	12	12	63	72	72	4	6	9
All Students (Prior Year)	--	863	73654	--	96	99	--	512	530	--	18	9	--	21	13	--	59	70	--	2	7
Female	44	492	36872	100	99	99	572	601	621	14	7	5	14	8	9	65	76	74	7	8	12
Male	49	570	38109	100	97	99	519	551	573	27	12	10	10	15	14	60	68	69	2	4	6
African American	11	95	3636	100	99	99	539	561	568	27	12	12	9	18	16	55	65	67	9	5	6
Hispanic	20	433	30235	95	97	98	489	555	575	28	13	9	11	14	14	61	69	70	0	4	6
Asian/Pacific Islander	NC	24	1768	NC	100	98	NC	582	651	NC	5	3	NC	5	5	NC	86	72	NC	5	19
American Indian/Alaskan Native	--	NC	4044	--	NC	99	--	NC	550	--	NC	13	--	NC	17	--	NC	66	--	NC	4
White	57	496	35028	100	98	99	555	586	613	19	8	6	12	10	10	65	75	73	4	6	11
Students with Disabilities	10	149	9625	100	100	100	434	476	530	60	32	21	30	24	21	10	44	55	0	0	4
Students without Disabilities	83	913	65428	100	97	98	558	586	604	16	7	6	10	11	11	69	76	73	5	7	10
Limited English Proficient Students	NC	164	16765	NC	100	100	NC	374	525	NC	100	17	NC	0	20	NC	0	60	NC	0	2
Migrant Students	NC	18	752				NC	583	562	NC	0	9	NC	0	18	NC	100	68	NC	0	5
Economically Disadvantaged	29	569	36077				541	551	566	26	13	10	7	15	16	59	66	69	7	5	5
Non-Economically Disadvantaged	64	493	38950				545	594	618	19	7	5	14	9	9	64	77	73	3	6	12

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 ³

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	92	939	76019	100	100	100	497	479	499	18	22	14	32	43	39	16	13	14	34	21	33
All Students (Prior Year)	--	855	76230	--	100	100	--	470	498	--	26	12	--	47	38	--	11	12	--	17	37
Female	38	452	37207	95	98	100	511	480	499	17	20	12	25	46	41	11	14	14	47	20	33
Male	52	481	38677	100	100	100	487	479	498	20	24	15	38	41	38	16	12	13	26	23	34
African American	NC	92	3817	NC	97	100	NC	468	475	NC	22	23	NC	52	47	NC	13	11	NC	13	18
Hispanic	22	379	29458	96	98	100	491	462	480	26	34	20	37	45	48	16	9	12	21	13	20
Asian/Pacific Islander	NC	24	1673	NC	96	99	NC	498	531	NC	5	4	NC	55	29	NC	9	14	NC	32	53
American Indian/Alaskan Native	NC	17	4735	NC	100	100	NC	497	466	NC	13	28	NC	44	49	NC	6	10	NC	38	13
White	60	418	35880	100	100	100	506	493	515	15	15	7	25	39	32	18	17	16	42	28	45
Students with Disabilities	14	115	9786	100	100	100	435	436	457	58	54	39	25	35	40	8	7	7	8	4	13
Students without Disabilities	78	824	66233	94	99	99	507	482	503	12	20	11	33	44	39	17	14	14	38	23	35
Limited English Proficient Students	NC	143	15206	NC	100	100	NC	430	459	NC	57	31	NC	40	53	NC	3	7	NC	0	9
Migrant Students	--	NC	745				--	NC	473	--	NC	22	--	NC	53	--	NC	11	--	NC	15
Economically Disadvantaged	22	499	35714				469	467	480	26	31	20	47	44	47	5	9	12	21	15	20
Non-Economically Disadvantaged	70	440	40266				505	491	513	16	14	9	28	42	33	19	17	15	38	27	43

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	92	941	76020	100	100	100	507	498	503	24	33	25	13	21	23	52	38	40	11	7	12
All Students (Prior Year)	--	847	76202	--	100	100	--	499	505	--	28	19	--	28	24	--	37	46	--	7	11
Female	38	453	37213	95	98	100	507	499	504	17	27	22	6	22	23	64	44	42	14	8	13
Male	52	482	38666	100	100	100	507	497	501	31	38	29	18	21	22	41	34	38	10	7	12
African American	NC	92	3819	NC	97	100	NC	492	494	NC	39	37	NC	24	26	NC	34	31	NC	2	6
Hispanic	22	379	29442	96	98	99	505	491	494	42	45	37	11	22	26	37	28	31	11	4	6
Asian/Pacific Islander	NC	24	1672	NC	96	99	NC	502	513	NC	18	12	NC	45	19	NC	23	49	NC	14	20
American Indian/Alaskan Native	NC	17	4735	NC	100	100	NC	499	489	NC	19	48	NC	38	25	NC	44	24	NC	0	3
White	60	420	35890	100	100	100	510	505	511	18	23	15	10	18	20	58	48	48	13	11	18
Students with Disabilities	14	118	9784	100	100	100	476	476	485	73	72	58	9	12	19	18	15	19	0	0	4
Students without Disabilities	78	823	66236	94	98	99	512	500	504	17	29	23	13	22	23	57	40	42	13	8	13
Limited English Proficient Students	NC	144	15198	NC	100	100	NC	476	483	NC	79	59	NC	18	25	NC	3	14	NC	0	1
Migrant Students	--	NC	743				--	NC	488	--	NC	50	--	NC	28	--	NC	19	--	NC	3
Economically Disadvantaged	22	499	35703				498	493	494	53	42	37	16	22	26	26	30	31	5	6	6
Non-Economically Disadvantaged	70	442	40274				509	503	509	16	24	17	12	21	20	59	46	47	13	9	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	92	936	75673	100	99	100	542	508	530	11	15	12	17	32	25	63	50	58	8	3	4
All Students (Prior Year)	--	812	74692	--	100	99	--	482	502	--	29	18	--	32	27	--	36	47	--	3	8
Female	38	451	37099	95	98	100	581	525	548	6	9	8	11	32	22	69	55	64	14	4	6
Male	52	479	38441	100	100	99	511	493	513	16	20	16	20	33	29	61	46	52	2	1	3
African American	NC	92	3791	NC	97	99	NC	509	506	NC	12	18	NC	31	29	NC	56	50	NC	1	3
Hispanic	22	377	29305	96	98	99	514	491	507	11	17	16	32	39	31	53	43	51	5	1	2
Asian/Pacific Islander	NC	24	1665	NC	96	99	NC	518	573	NC	18	6	NC	14	16	NC	68	67	NC	0	10
American Indian/Alaskan Native	NC	17	4707	NC	100	100	NC	550	492	NC	13	19	NC	27	33	NC	40	46	NC	20	1
White	60	418	35760	100	100	99	556	520	550	10	14	9	13	29	21	68	54	64	8	4	6
Students with Disabilities	14	117	9706	100	100	100	442	447	462	55	38	36	0	34	32	45	28	31	0	0	1
Students without Disabilities	78	819	65967	94	98	99	557	513	536	5	13	10	20	32	25	66	52	60	9	3	5
Limited English Proficient Students	NC	144	15115	NC	100	100	NC	446	471	NC	41	26	NC	40	38	NC	19	35	NC	0	1
Migrant Students	--	NC	738				--	NC	488	--	NC	23	--	NC	33	--	NC	43	--	NC	1
Economically Disadvantaged	22	497	35541				517	499	504	16	18	17	21	33	31	63	48	50	0	1	2
Non-Economically Disadvantaged	70	439	40091				549	518	550	10	12	9	16	31	21	63	52	64	10	4	6

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 ³

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	81	833	75001	100	100	99	466	449	468	29	50	37	42	36	36	28	11	16	1	3	10
All Students (Prior Year)	--	651	71167	--	99	99	--	441	463	--	57	38	--	34	41	--	8	14	--	1	7
Female	47	410	36846	100	99	99	466	451	468	27	47	36	49	38	38	24	11	16	0	3	10
Male	34	419	37974	97	99	99	466	447	467	32	53	39	32	33	34	32	11	16	3	3	11
African American	NC	76	3720	NC	96	98	NC	439	446	NC	61	53	NC	28	33	NC	8	9	NC	3	4
Hispanic	19	356	26675	95	97	98	454	440	448	40	58	52	33	33	34	27	6	10	0	2	4
Asian/Pacific Islander	NC	15	1575	NC	100	99	NC	487	504	NC	17	18	NC	33	33	NC	33	20	NC	17	29
American Indian/Alaskan Native	NC	12	4731	NC	100	98	NC	438	438	NC	67	61	NC	17	30	NC	8	7	NC	8	2
White	48	363	37785	100	99	99	478	459	482	21	42	25	44	40	39	33	15	21	2	4	15
Students with Disabilities	NC	111	8802	NC	100	100	NC	405	418	NC	87	79	NC	11	16	NC	2	3	NC	0	1
Students without Disabilities	72	722	66199	99	97	99	473	452	472	22	47	34	47	38	38	29	11	17	1	3	11
Limited English Proficient Students	NC	131	11710	NC	100	100	NC	421	429	NC	80	70	NC	18	25	NC	1	4	NC	0	1
Migrant Students	--	NC	709				--	NC	442	--	NC	57	--	NC	34	--	NC	7	--	NC	2
Economically Disadvantaged	26	440	29814				461	438	448	27	60	53	41	31	33	32	8	10	0	1	4
Non-Economically Disadvantaged	55	393	45170				468	460	479	30	41	28	43	41	38	26	13	20	2	5	14

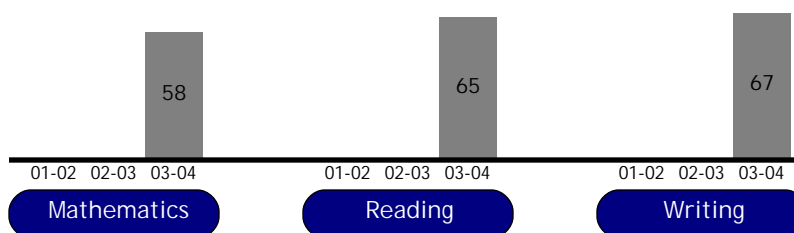
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	81	831	74918	100	99	99	503	487	497	25	38	32	20	19	19	42	33	35	13	10	15
All Students (Prior Year)	--	648	71100	--	99	99	--	487	502	--	35	25	--	26	21	--	33	40	--	7	15
Female	47	412	36805	100	100	99	508	493	501	20	34	28	22	19	19	44	37	37	13	10	16
Male	34	416	37936	97	98	99	495	482	493	32	42	35	16	20	18	39	30	33	13	9	14
African American	NC	76	3719	NC	96	98	NC	482	481	NC	38	43	NC	20	21	NC	37	29	NC	6	7
Hispanic	19	354	26645	95	97	98	490	474	478	33	49	46	20	22	20	40	25	27	7	4	6
Asian/Pacific Islander	NC	15	1571	NC	100	99	NC	506	521	NC	17	18	NC	17	15	NC	58	38	NC	8	30
American Indian/Alaskan Native	NC	12	4729	NC	100	98	NC	480	468	NC	50	57	NC	8	19	NC	33	19	NC	8	4
White	48	363	37773	100	99	99	513	500	511	21	28	20	19	18	18	42	40	41	19	15	21
Students with Disabilities	NC	111	8801	NC	100	100	NC	435	448	NC	77	75	NC	11	13	NC	12	10	NC	0	2
Students without Disabilities	72	720	66117	99	97	99	508	492	501	21	34	28	21	20	19	44	35	37	15	10	16
Limited English Proficient Students	NC	131	11706	NC	100	100	NC	447	454	NC	76	71	NC	18	16	NC	5	12	NC	0	1
Migrant Students	--	NC	706				--	NC	467	--	NC	55	--	NC	22	--	NC	20	--	NC	4
Economically Disadvantaged	26	439	29785				497	474	477	32	49	47	14	22	20	50	25	26	5	4	6
Non-Economically Disadvantaged	55	392	45115				505	501	508	22	26	23	22	16	18	39	42	39	17	15	20

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	81	828	74503	100	99	99	508	486	491	5	9	9	28	33	32	55	52	51	12	6	8
All Students (Prior Year)	--	630	69001	--	96	96	--	473	490	--	28	17	--	44	37	--	28	45	--	0	1
Female	47	409	36686	100	99	99	523	507	506	2	5	5	24	24	29	58	63	57	16	7	9
Male	34	415	37644	97	98	98	487	465	476	10	14	13	32	42	36	52	41	45	6	4	6
African American	NC	76	3677	NC	96	97	NC	490	475	NC	10	12	NC	30	36	NC	55	46	NC	6	5
Hispanic	19	351	26500	95	96	97	492	468	467	0	13	13	33	39	39	67	44	44	0	4	4
Asian/Pacific Islander	NC	15	1566	NC	100	99	NC	512	537	NC	0	5	NC	25	23	NC	67	55	NC	8	18
American Indian/Alaskan Native	NC	12	4695	NC	100	97	NC	470	464	NC	8	14	NC	42	39	NC	42	44	NC	8	3
White	48	363	37606	100	99	99	523	501	508	4	6	6	25	28	28	54	60	56	17	7	10
Students with Disabilities	NC	111	8662	NC	100	100	NC	393	409	NC	41	37	NC	44	42	NC	15	20	NC	0	1
Students without Disabilities	72	717	65841	99	97	98	520	494	499	4	7	7	22	32	32	60	55	53	13	6	8
Limited English Proficient Students	NC	130	11608	NC	100	100	NC	414	430	NC	31	23	NC	48	47	NC	21	28	NC	0	1
Migrant Students	--	NC	701				--	NC	449	--	NC	17	--	NC	43	--	NC	38	--	NC	1
Economically Disadvantaged	27	439	29587				498	467	465	4	13	14	22	38	40	70	45	43	4	3	4
Non-Economically Disadvantaged	54	389	44898				512	506	507	6	6	7	30	27	28	49	59	55	15	8	10

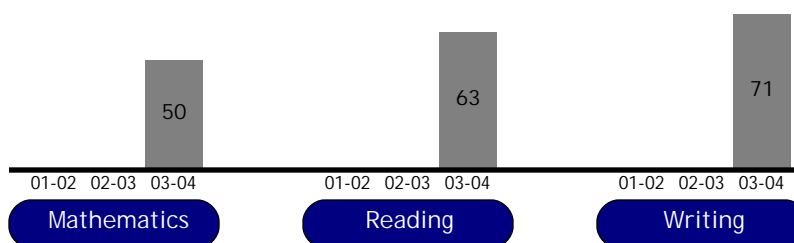
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

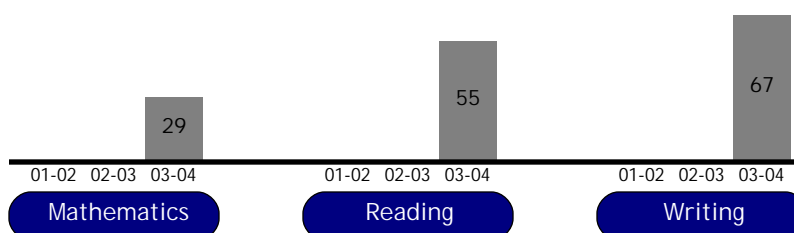
3rd Grade Proficiency



5th Grade Proficiency



8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

School Improvement - Year 1:

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2:

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action:

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	--	--	32	44	--	--	42	50	99	38	NA	58
	Language	--	--	27	39	--	--	33	43	100	30	35	50
	Mathematics	--	--	40	52	--	--	37	57	100	36	44	64
3	Reading	--	--	38	43	--	--	35	47	100	48	NA	55
	Language	--	--	47	50	--	--	42	54	100	54	50	61
	Mathematics	--	--	42	50	--	--	39	54	100	51	47	61
4	Reading	--	--	36	47	--	--	43	52	100	51	NA	56
	Language	--	--	37	45	--	--	42	48	100	45	41	52
	Mathematics	--	--	41	52	--	--	46	57	100	50	47	61
5	Reading	--	--	36	46	--	--	40	50	100	57	NA	55
	Language	--	--	33	43	--	--	34	46	100	48	39	49
	Mathematics	--	--	46	54	--	--	43	57	100	61	49	63
6	Reading	--	--	40	49	--	--	40	53	100	52	NA	56
	Language	--	--	32	42	--	--	34	45	100	37	36	48
	Mathematics	--	--	48	58	--	--	47	62	100	58	52	66
7	Reading	--	--	35	48	--	--	42	51	100	45	NA	54
	Language	--	--	35	51	--	--	47	54	100	50	44	58
	Mathematics	--	--	40	54	--	--	45	58	100	52	46	62
8	Reading	--	--	36	49	--	--	41	53	100	54	NA	55
	Language	--	--	33	46	--	--	35	49	100	49	40	52
	Mathematics	--	--	40	54	--	--	42	58	100	59	48	61

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 3 Teacher(s)
- 3 Parent(s)
- 2 Community Member(s)
- 0 Student(s)

Council Duties

- ü Generate Leadership Opportunities
- ü Support a Safe and Orderly Environment
- ü Set High Expectations
- ü Promote Positive Home School Relations
- ü Uphold the School Mission
- ü Participate in Developing Policies

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	2.00	Teacher	47.50
Other Professional Staff	1.33	Teacher Aide	5.50

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	16	3	0	0
4 to 6 years	7	2	0	0
7 to 9 years	6	0	0	0
10 or more years	7	6	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	48
Core academic classes taught by Highly Qualified (NCLB) teachers.	138
Teachers with Emergency Certificaton.	1

Resources Available at School Site

Special Facilities

- ü Two Computer Labs
- ü Library

Extracurricular Activities

- ü 7th and 8th Grade Athletics
- ü Student Council
- ü Yearbook
- ü Chorus and Band
- ü Five After School Clubs

Social Services

- ü School Resource Officer
- ü School Counselors
- ü District Social Workers
- ü School Psychologist
- ü Before and After School Care
- ü Kids at Hope
- ü Character Counts
- ü Bully Prevention

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

New School - No Data Available

Student Activity Rates for School Year 2003-04

New School - No Data Available

Measure of Academic Progress

New School - No Data Available

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2003-04. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Students are orderly, purposeful, and work in an environment free from threat of physical harm. Bully Prevention and Kids At Hope teams analyze aggressive behavior, address the issues then support children in distress and celebrate achievements. The Character Counts program compliments both of the above mentioned programs: defining, encouraging, and celebrating the development of positive and productive character traits.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

Contacts

	Name	Phone Number
School Site Council	Teresa Heatherly	(623) 523-8600
Transportation Policy	Durham Transportation	(623) 876-7030
Community Resources	Tim Tate	(623) 876-7000
School Nutrition Programs	Dan Moore	(623) 876-7075
Parent Organization	Brenda Dautzenberg	(623) 523-8600
Student Health/Nurse	Jill Flickinger	(623) 523-8004

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2003-04 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.